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QUEEN'S COLLEGE JOURNAL

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AS this is the first issue of the JOURNAL under the management of the newly-appointed staff, we may say to our readers that our main object will be to express with fidelity the spirit of the university, and remain true to the broad principles that underlie its very existence.

We shall endeavor, throughout our term of office, to be moderate in our opinions, impartial in our judgments, and just with our opponents, always seeking to discover rather than distort the truth.

Though not presuming to be journalists ourselves, we shall endeavor to keep free from what seems to us the most common vice of Canadian journalists, that is the vice of immoderation—the vice of misrepresenting their own position and the position of their opponents, and thus losing sight of the truth.

In order to guard against the JOURNAL's becoming a medium for the expression of the whims and fancies of any particular editor, the staff proposed that an editing committee should be appointed in place of an editor, but this proposal did not meet with the approval of the Alma Mater. An editor was therefore appointed, and at the same time, an editing committee, the members of which are equally responsible with the editor for whatever appears in the columns of the JOURNAL. To make the JOURNAL what it ought to be we ask the students, the graduates and the friends of Queen's to lend us their support, and hope that the general tone of the JOURNAL may meet with their approval.

* * *

It is generally admitted that the conduct of the students in the gallery on the evening of University Day was, on the whole, very creditable. It is true that a small clique in the eastern end forgot at times that noise is not a criterion of cleverness and endeavored to overwhelm those

on a lower level with a flow of rather questionable wit. But the main body of the students behaved in an orderly and gentlemanly manner, especially while the addresses were being delivered. This fact, we believe, was due principally to the systematic arrangement of the undergraduates in the gallery, and also to the fact that a muscular committee had been appointed to suppress unnecessary and unbecoming noise, and to deal summarily with those who acted in a disorderly manner. The truth is that in times past the unceasing racket has invariably been indulged in by the few, while the many have had to stand the blame; it is time that the latter have risen in their might and established the reign of law and order.

The singing, too, was more hearty and general than usual, and the songs were more varied, owing, no doubt, to the exertions of the musical committee who did its work thoroughly and well.

Special praise is due to the freshmen who charmed their fellow students by their orderly behavior. We sincerely hope that they will continue to so conduct themselves and to subscribe for the JOURNAL at their earliest opportunity.

* * *

When we see a university establishing new departments and dividing up the old ones we may rest assured that it is in a healthy condition, that it is growing and has the means wherewith to grow. Last year Queen's divided the chair of History and English Literature, appointing a new professor to the chair of English Literature. This session again the division of labor has been carried still further by the separation of Mental from Moral Philosophy, and of Greek from Latin. Dr. Dyde, of New Brunswick University, has been appointed to the chair of Mental Philosophy, and John McNaughton to the chair of Greek Language and Literature. Queen's is now in a position to compete favorably with any university in the Dominion, especially in the literary and philosophical departments. And we believe that a young and rapidly developing country like ours should first strengthen these departments, on account of their tendency to elevate and ennoble the national character. If a nation is to know the meaning of its own social and political institutions it must study them not in their isolation but in their relation to similar institutions of the past, and this can only be done through literature and philosophy, which are simply a record of the development of the human consciousness, and of the various modes in which it has sought expression. It is important, therefore, that our universities should pay the greatest attention to the teaching of these subjects, for a nation which neglects them must always have a broken and imperfect conception of life and its institutions.

The Ontario Law School at Toronto is now in full swing and the learned Benchers are rubbing their hands in ecstatic satisfaction that such a desirable institution is now established with such an able staff of lecturers and such a large number of students. It is certainly a matter of congratulation that Ontario has at last a Law School, but we sincerely hope that the rules regarding the compulsory attendance of students at the lectures will undergo a certain amount of pruning and mitigation, for perfection is at yet, in our estimation, very far off.

The principal objection that we have to urge is that graduates of universities studying law, under the existing regulations are compelled to spend all their time—except during the long vacation—in the school and are thus deprived of anything more than the mere rudiments of office work. The result, of course, will inevitably be that such students, when at the end of three years they are called to the bar, will be abnormally efficient in theory but sadly ignorant in practice. We are not prepared to, nor indeed would we suggest a remedy for this very evident evil, but we hope that in the near future it will be so arranged that office work will occupy a more prominent place in the course than is now given to it.

In the meantime we wish the newly established school all success, and we confidently expect that in a very short time it will be in the front rank of the educational institutions of America.

* * *

Since our last issue one of Queen's youngest and brightest sons has gone to his rest. In September last, Dr. W. G. Downing, who graduated from the Royal in '88, carrying off among other honors the gold medal for general proficiency, passed away after a long and weary battle with consumption. It would be impossible for us to fully express our regret for such a great loss, for a more brilliant student, a more entertaining companion, a warmer friend and a more devoted Christian has seldom left the walls of Queen's. His influence during his course was far reaching and always told for good, and many of his fellow students have great cause to be thankful that they had an opportunity of meeting with him. He left us just as life seemed brightest, just as he was crossing the threshold of youth to take his part in the world's struggle and now that he has fallen others are needed as courageous, as unselfish and as skilful as he, to take his place.

Our sincere sympathy is with those who have perhaps more reason to mourn his loss than we, but together we can rejoice in that we know he has passed from death unto life, from darkness unto everlasting light and glory.

* * *

The *Educational Monthly* for October contains among other things a well-written article on "Examinations in Colleges and Schools." Its matter, however, is of a very questionable character. Although we cannot accept the present system of examinations *in toto* yet we must say that the abolition of written as well as of oral examinations is too sweeping a change. The chief reason for such a step urged by the writer of the above article is that they "injure the morals of the student," inasmuch as there is "in no part of an undergraduate's career so much duplicity, so much fraud, so much absolute theft, as

during an examination." But does the fault lie in the system as such or in some element of the system?

It is quite obvious from the article that the writer, despite his pessimistic views, would admit the efficiency of the present system *if only the student would honestly in the examination hall*. But is not this dishonesty on the part of the examinee mainly due to the carelessness of the presiding examiner?

Too often has a single professor presided over an examination and quite frequently "has he taken out a book and commenced to read," or rather to nod, thus inviting the students to practice dishonesty instead of honesty. Surely it is not only the function of an examiner to set questions, read answers and attach values, but to see as far as possible that the students *reproduce their answers and not merely transfer them*. We venture to say that if every college examination were presided over by two or three sharp-eyed professors who would not only detect but punish the transgressor, then the number of those "who could cheat the most without being detected" would be reduced to a minimum.

* * *

For a long time past our susceptible hearts have been filled with a great and sincere compassion for those unfortunate members of the Alma Mater who from time to time, in the absence of the president, are called upon to take the chair and conduct its meetings. A man in this position must have the patience of Job and the wisdom of Solomon to so rule as to preserve order and decorum, which we are sorry to say are often trampled most outrageously in the dust.

We do not mean to say that all or even most of the members of the society are responsible for this state of affairs, on the contrary we believe the sole responsibility rests upon the shoulders of comparatively few and some of these profess to know better.

The remarks of some of the speakers are often very childish and would be amusing were they not out of place in such a gathering of professedly educated gentlemen. The sooner such boorish conduct is stopped the better it will be for all concerned.

* * *

After a long delay and much wrangling successors have been appointed to the position held by the late Professor Young, in the department of Philosophy in the Provincial University.

The opponents of the government say that the appointment is a scheme to satisfy, not only the followers of the late professor, who want a man versed in the philosophy of the master, but also the leader of the Anti-Jesuits, who requires one versed in a philosophy that does not tend to weaken the foundation of what is called orthodox theology.

Whenever there is any provincial appointment to be made, there is always a great amount of contention and division of interest. In the case before us, we have an illustration of the factional spirit displayed on every such occasion. Here we have two men appointed to fill the position left vacant by the death of Dr. Young—men representing two schools of philosophy, very different and almost directly opposed to each other in their fundamental principles. Mr. Hume received training under Dr.

Young, who was always opposed to the realistic philosophy of Dr. McCosh whose disciple Mr. Baldwin is, and whose follower he is likely to be.

Now what are we to infer from the action of the government in making these appointments? Evidently one of two things, either that the authorities of the government are entirely ignorant of the character of the different systems of philosophy and therefore incapable of making a choice in the matter, or that they threw aside all principle and appointed these men because they thought that by so doing they would secure the greatest number of votes in the coming elections.

What then is likely to be the practical result of the teaching of these two different systems of philosophy in the same university? It is as follows: The student, in one hour, will be taught, that that object, for example, desk, is a thing-in-itself apart from thought, that object is reality; then in the next hour, he will be taught that the same object is not a think-in-itself apart from its relations, which are relations for thought, but is constituted an object for thought only by an act of thought. Which account is he to accept as the true one? If he is able (and about one student only out of a hundred is able) to work the question out, he is left in a very uncertain condition, without any solid ground on which to stand, and must necessarily assume a sceptical attitude towards everything.

LITERATURE.

TEACHING OF ENGLISH IN UNIVERSITIES.

BY PROF. CAPON.

MY subject to-night is the teaching of English in universities. Some seven or eight months ago it happened that an appointment was being made in this department in a neighboring university, and as a consequence the correspondence columns of the *Toronto Mail* were for a week or two filled with letters on the subject. Most of these letters enumerated the qualifications which, in the opinion of the writers, a university teacher of English ought to possess; and I, being myself a university teacher of English, was filled with admiration, not unmixed at times with terror, to see the very liberal notions which these writers entertained regarding the requirements of a professor of English.

FIRST—He should be a classical scholar, and have been “bathed in the Thespian Springs,” and “co-sphered with Plato” long enough to have acquired something of that fine sense which the ancients possessed in art and literature; and this evidently, in the opinion of some, was the main thing, the thing to make sure of, I mean, the rest being to them more or less a matter of course.

SECOND—He should be well acquainted, besides, with the languages and literatures of the great continental nations, France, Germany and Italy, for a knowledge of these was necessary in order to explain many important phenomena in English literature; and this rather, I could perceive, in the opinion of some, was the thing to make sure of.

THIRD—He should be a philologist, and should know, besides modern French, German and Italian, the following languages, Old High German and Middle High German,

Dutch, Danish, Icelandic, Moeso-Gothic, Anglo-Saxon, Scotch, a Celtic language, Cyriinic or Gaelic, and at least two provincial dialects of English. Such, or something very like it, was the list which one of the writers furnished. I am not sure about the Celtic language, but I am quite sure about the Scotch. This writer, I presumed, held strong views regarding the prominence which philology ought to have in the teaching of English. Other correspondents said something about the teacher's accent, one in particular requiring that it should be equally free from the American twang, the Canadian burr, (I think burr was the word) the Scotch drawl or the English lisp; some made suggestions regarding the teaching of compositions; some dropped remarks on style, on nationality, on a sympathetic temperament, on anything, in short, that occurred to them as possible qualification or disqualification for the duties of this wonderful chair.

I do not know how the authorities at the university of which I speak regarded this somewhat discordant volume of public opinion. Possibly, as the way of academic authorities is in such cases, they did not regard it at all. But to me, at least, this gratifying fact was evident, that most of the writers had a high sense of the importance—the growing importance—of the English department in our universities. That was the harmonious note in the otherwise discordant volume; that was the meaning of the varied and almost conflicting requirements demanded of the candidate for the chair of English.

But it was evident also from the exaggerated importance which some of the writers gave to some special faculty and from the loose comprehensiveness of others who demanded with indiscriminating emphasis every possible faculty and qualification, that public opinion as represented in these letters had no leading ideas on the subject. There was evidently no general agreement as to the relative importance of the varied attainments required of the English teacher.

What his chief duty is, and where consequently his main strength should be, especially if he be the single teacher of English in the university; what, in short, is the true function of English in our universities, that fundamental question, it seemed to me, had not been much considered by the writers.

PROF. FREEMAN'S OPINION.

By way of illustrating the difficulties which surround this subject, I shall begin by quoting the opinion of an eminent English scholar, Mr. Freeman, professor of history at Cambridge. Professor Freeman thinks that English literature should not be taught in universities at all, because it does not deal with facts, but is a matter of pure taste and opinion, on which there is no agreement, and again, because, in his opinion, it cannot be taught (especially because it cannot be crammed,) and, lastly, because it cannot be examined upon. These are his own phrases as they appeared in his article on the subject in the *Contemporary Review* of October, 1889.

The only things, in his opinion, which ought to be taught at universities are the historical study of the language in which the books taken in hand are written, and the comparative study of languages akin to it. That has, at all events, the merit of being a definite opinion about the function of English in our universities. Prof.

Freeman would severely restrict the study of English to the philological side, to the study of words, of vowel gradations, of the transmutation of consonants, of the low Latin ancestors of words in Milton and so forth.

But when I add that Professor Freeman says further that "it is the business of a university to teach men the scholarly knowledge of languages, and that it is not its business to teach men their practical mastery," you will begin to see the very doubtful principle which is implied in Professor Freeman's view of university education, viz., that the practical relation of university studies to life is of no importance, or at least affords no test of their value. Now, the practical relation of a subject to life means not only its direct and immediate applicability to industry or work of any kind, but also the kind of mental and moral training which it is capable of giving with regard to life in general, and Mr. Freeman gives great sagacity and executes a brilliant flank movement on his opponents when he altogether evades and suppresses this question of the relation of studies to life, and diverts the attention of his readers simply to the question—which of the two sides of English, the philological or the literary, is the easier to teach, to cram and to examine upon?

Now, to-night, I intend to say something on that side of the question which Professor Freeman has so shrewdly neglected, viz., the value of English literature as a practical training for life; and surely, gentlemen, if we find certain departments of English especially valuable for this purpose, surely we are not to suppress them in our universities, even if they should be more difficult to teach and examine upon than other departments. For, however it may be in an old country like England, where centres of art and literature outside the universities are strong and numerous, we, here in Canada, cannot afford to maintain institutions which are careless of the practical relations of their studies to life, both in the lower and higher sense of the words.

Let us compare, then, the two sides of English as a university subject from this point of view.

PHILOLOGY AND LITERATURE.

Philology, Mr. Freeman proudly reminds us, is the study of facts. Very well. I would ask, what kind of facts is philology concerned with? What are the materials to which it directs the attention of the student? As everyone knows, these materials are the changes which words undergo during the growth of a language, such as inflectional decay, vowel gradation, transmutation of consonants, etc. It is certainly very interesting, and it is certainly an essential part of a good education in English to know, for example, that the quiescent *gh* in such words as brought, thought or taught is all that is left to remind us of the ancient guttural sound of the *h* in the original Anglo-Saxon words. It is interesting, and, for the scholar, profitable to know that this was one of the many similar changes due to the dislike of the conquering Normans for what they considered harsh Teutonic sounds; it is interesting and profitable to know that the Scotch, less subject to Norman influences than the English, preserved the old guttural sound in their language, and continued to say *thocht, brocht*, and so forth. More than all, perhaps it is interesting and profitable to know or to

speculate upon the value of the tendencies thus introduced into the English language, though, at this level, I fear we are no longer in that region of pure facts with which alone Mr. Freeman would have us deal.

All this I say is interesting and by no means to be neglected in the equipment of an English scholar. But I would not have the student confined to it. I even think it is not advisable to make this side at all predominant in the education of the average student, because it is not the side of English education which has any important bearing on life, or which will greatly help the student when he goes forth into the world to win a place for himself as a business man, or a professional man, or simply as a man of intelligence and culture. It is a well-known fact, for instance, Mr. Freeman himself would hardly dispute it, that the philological knowledge of words contributes little or nothing to the power of using them. No one ever thinks of taking the writings of philologists as models of style. I think we may even go so far as to say that to turn the student's attention mainly or altogether to the minute analysis of words would not only stunt the growth of his ideas but also his power of expressing them. For the true method of acquiring a command of language is by studying, not the isolated forms of words, but words taken in their connection with the ideas which they express. So that by concentrating the student's energies on the study of words taken in themselves you form a habit of mind which has no intimate relation to the real use of the book he reads, you train him up a line which leads him neither to a mastery of ideas, nor to a mastery of expression.

And what would be the mental condition of the average student, if during the formative years of his youth his mind were to be directed mainly or altogether to the history of vowel shiftings and the Low Latin ancestors of words in Milton? Could the student so trained be said to have received an education which, in any sense, was a preparation, an equipment for life, either in its higher or lower aspects? Such a man takes up, say, Bacon's essays, and his eye lightens, his countenance brightens with the inward glow of thought, but not at some finely cut phrase which is a revelation of the *living* powers of language, but at some obsolete Latin formation which happens to be embalmed in the sentence. Surely, gentlemen, we are to test the value of a study by the value of the mental habit which it forms; surely the result of such a one-sided training would be to form a highly specialized habit of mind which might very well befit a professor of Middle English or philology, but which can be acquired only at the risk of leaving uncultivated faculties of perception and judgment in a much more important region. Such a student has not been taught the practical use of language; he has not been taught anything of the growth in character and ideas of the nation or race to which he belongs, of the long struggle its great writers and thinkers have had to express each for his age, from the author of the *Beowulf* to Robert Browning, its deepest thoughts about life and its problems. And if he is ignorant of this past he has no key to the present but is liable to misjudge all the higher phenomena of life, to be caught with crude novelties in art and speculation, with theories that Bacon

wrote Shakespeare, or to believe that the local poet is on a level with Wordsworth or Byron.

He has not even been taught the real use of books, or to appreciate the end for which they were written. He has been accustomed to regard them mainly as embalming by some happy accident, interesting examples of vowel shiftings and obsolete formations.

No, gentlemen, in spite of Mr. Freeman's authority, I think we must seek for a larger and better conception of the function of the English department at our universities than that. I do not mean to disparage philology as a special form of scientific study, but I mean to say that it has no right to thrust itself into the place of the more important sides of an English education. I consider that a philological course of study exhibiting the principal facts in the growth of the English language is an essential part of the scholar's education, but I cannot admit that it is entitled to the sole, or even to the first, place in teaching of English at our universities. Such an idea could only arise in the minds of those who are ignorant where the true strength of culture lies.

THE TRUE END OF HUMANISTIC STUDIES.

When I see the tendency of some authorities at our universities to fall into this kind of error and mistake the high practical end of studies, I might be discouraged and depressed if I did not know how very steadily and unanimously all the great writers and thinkers have marked and reprehended this fault in academic institutions.

Here, for instance, is the voice of the great American thinker, Emerson, on the subject: "The scholar may," he says, in his oration on 'Literary Ethics,' "and does lose himself in schools, in words, becomes a pedant, yet when he comprehends his duties he above all men is a realist and converses with things. For the scholar is the student of the world, and of what worth the world is, and with what emphasis it accosts the soul of man, such is the worth, such is the call of the scholar."

That is put in Emerson's high transcendental style, but it seems to me to indicate very correctly the chief end of culture, and in particular, the main line on which the educational efforts of the university teacher in such departments as English literature and philosophy must be made. In former days this liberal culture used to be derived mainly from the study of Latin and Greek at the universities, and these languages, with their literature, formed a very effective, an admirable means of culture as long as the attention of the student was concentrated upon them from his first year at the grammar school to his last year at the university. Those were the days when an English statesman could quote to the House of Commons a passage from Juvenal or Homer, and the quotation would go to the hearts of three-fourths of the members. But in these days of ours, with optional courses in which the study of classics is reduced to a minimum or at most carried on for two or three years, this fine ideal of classical culture has become, for many of our students, impracticable. And in many cases, I fear, the student may not acquire such a mastery of the classical languages as to make them a more effective means than his native speech and his native literature for teaching him all the varied powers of language, the significance of style, the secret force of rhythm, the psychological relations between

thought and expression, the development of literature as representing the character and intellectual life of a nation; all this culture in which lies the key to the higher phenomena of history and life, the student will in many cases now acquire more naturally and more thoroughly from the study of English than from the study of foreign authors. And without this kind of culture he is a mere student of the letter, with no key to the spirit of the thing which he studies; he is that imperfect type of scholar of whom the noblest of the German poets has well said:

Nimmer labt ihn des Baumes Frucht den er mühsam erziehet.

ORGANIZATION ON A COURSE IN LITERATURE.

It is true there is considerable difficulty in organizing all this knowledge in an English course, considerable difficulty in finding practical methods of teaching it, and lastly considerable difficulty in examining upon it. The whole subject is new and as yet only in a half organized condition. Thirty years ago all the English taught in our universities whether on this or the other side of the Atlantic, consisted of a few lectures on rhetorics delivered by the professor of logic and perhaps the prescription of a prize poem at end of the session. Scholars, as I have explained, really got their literary culture mostly from the higher study of classics.

But however difficult it may be, the task clearly lies before the English teacher of our time to organize this kind of culture into an English course.

After having said so much I fear I should tax your patience too far were I to enter into a detailed account of the different branches of English and the methods by which they may be taught. I will not attempt that, but in place of it I will explain to you, as simply and as briefly as I can, what, in my opinion, are the leading lines for the study of English literature in our universities. And I will begin with the most advanced stage of the course, as it is at that stage that the true end of studies is most easily perceived. Suppose, for example, that the subject chosen for a class of senior or advanced students in English is Wordsworth. The ancient and approved method of treating such a subject was for the professor to transfer, or attempt to transfer, his knowledge of the subject to the students in a series of formal criticisms on a number of Wordsworth's poems, prefaced, probably, by a brief account of the poet's life. The whole style of treatment with its ridiculous attempt to embrace all Wordsworth's life and work in a loose series of statements, to be memorized by the student, was evidently founded on the supposition that the student was never to read a line of Wordsworth for himself, and I suppose, in general, he honestly conformed to the supposition. But it is evident that this mechanical transference of the teacher's knowledge, in a series of critical phrases, is of little or no use to the student. Probably he does not realize the value of criticisms on works which he has not read. At best an indolent receptivity of mind is required of him, instead of the energetic effort necessary to reach the real meaning of things.

LINES OF HIGHER STUDY IN LITERATURE.

Now, I am not going to lay down any hard and fast rules on this subject. Different authors may require

different methods of presentation to the student. There is an art here, partly literary, partly pedagogical, which a good teacher must possess. But, in general, we may say that in literature, just as in mathematics or physics, the teacher will find it expedient to take a problem and set his pupils to work on it.

Suppose, for example, if his subject be Wordsworth, we take Jeffrey's famous critique, Wordsworth's Excursion, in the Edinburgh *Review*, and read that part to his pupils in which Jeffrey, after quoting one of the best passages in the Excursion, declares that its "forced and affected ecstasies" seem to him like the production of a man "in a raving fit." The passage to which Jeffrey refers contains lines now familiar to every student of literature, the lines describing the Scotch Peblie's early training amongst the natural scenery of his northern home :

*"His triangles—they were the stars of heaven,
The silent stars! Oft did he take delight
To measure the altitude of some tall crag
That is the eagle's birthplace, or some peak
Familiar with forgotten years, that shows
Inscribed as with the silence of the thought,
Upon its bleak and visionary sides
The history of many a winter's storm,
Or obscure records of the path of fire."*

Wordsworth afterwards improved the passage by leaving out all but the first word of the fourth last line, but as it stands it sufficiently illustrates a remarkable and interesting phenomenon, viz., the subtle enlargement of the public mind, of the public consciousness which is effected by a great writer. For the general judgment of the reading public now stands so far ahead of Jeffrey as to regard his criticism of passages like this with wonder and scorn. Are we to conclude from this fact that Jeffrey was a man of no literary judgment and an incompetent critic in general? By no means. Jeffrey, as any unprejudiced reader of his work may see, was a very able and acute critic, far abler and far better informed than nine-tenths of those who now speak contemptuously of his blunders regarding Wordsworth; and yet it is true that almost every passage he selects as an example of Mr. Wordsworth's ravings, and in particular almost every word or phrase he signalizes with italics for the contempt of the reader would now be considered as containing something very fine or to be at least a good specimen of the Wordsworthian vein. The truth is that Jeffrey, acute as he was, was a critic of a type liable to be surprised by the evolution of new ideas and the consequent evolution of a new phraseology to express them. Wordsworth was the expounder of a new and profounder conception of things, especially of nature, than had been current before his time, and one result was the evolution of a new phraseology, new figures of speech, new uses of words in which the poet sought to explain and embody this new conception. But to Jeffrey, trained in the less subtle and less philosophical phraseology of our earlier writers, such phrases as the "mighty stream of tendency," or to "transmute an agonizing sorrow," or such outbursts as

*"Yet still uppermost
Nature was at his heart as if he felt
Though yet he knew not how, a wasting influence
In all things which from her sweet influence
Might tend to wean him."*

The evolution, I say, of such a phraseology, (I have taken Jeffrey's own examples) came upon that able critic like a flood and washed him away. He struggled manfully, the bulk of public opinion being at first with him, made loud protests against "this sort of thing," and although latterly as he felt that public opinion was leaving his side, he became doubtful and silent, he was never quite convinced that he was wrong. But his critiques on Wordsworth proved to be the grave of his reputation and his name has become a by-word.

Here, then, is one leading line of research for the student of literature, viz., the growth of ideas and the consequent growth of expression represented by every great writer. What is the meaning of this enlargement of ideas on the part of the public, of this growth of the national consciousness as we might call it? Let the student, the advanced student of course, be set to work on that problem, which we might term the *general or historical problem* in the study of an author, and he will find he has got a subject of study as instructive, as definite and as capable of scientific treatment as anything in history or political economy.

And in such research he will be receiving a training of a highly practical kind, a training which will help him to judge much that he sees around him in the world, the force of ideas, their influence on life, the slow but sure evolution of opinions and standards of judgment, all that constitutes, in short, the higher phenomena of life and society.

And when I consider that in such an interesting fact as Jeffrey's blunder regarding Wordsworth, that eminent authority, Mr. Freeman, would find only a fresh proof that literature is only a matter of taste and opinion and would see nothing to study but an arbitrary and unmeaning fluctuation of judgment, I am sorry to think how great must be the prejudice, or how deep the ignorance, on this subject, of the eminent Cambridge professor whom I have named.

Again, there is another main line of research for the literary student, which I may call the *biographical problem*. How did the writer—or let us take Wordsworth again as an example—how did Wordsworth come to accomplish this great work of giving men a new and profounder conception of things? What evidence is there in his writings or in other records of the growth of his conceptions, of the struggle, of the whole discipline, both of character and intellect, which he underwent, before he could systematize the new thoughts stirring within him, and bring them before the world in a clear shape? And here all the subtle relations which exist between character and intellect, between the moral nature of the man and the modes of thought and speech which he has developed become the subject of the student's research.

Thirdly, for I must now be very brief, there is the direct examination of the writer's thoughts, its predominant qualities, its habitual points of view, its hidden bias, in general the principles which underlie the writer's views of things. This *criterion of thought*, as I may call it in distinguishing it from the criterion of style, is of course of great importance in forming a critical literary judgment. It is true a certain amount of philosophical training is required for this, but it is the study of litera-

ture which gives or ought to give a specific training to the student and furnish him with specific methods for this kind of work. I have no time to give my own illustrations here; but you will find good examples of what I mean in such writings as Arnold's essays on Joubert and Byron. I need not insist on the utility of a training in this direction. No one who has ever seriously tried to estimate an author's work, a magazine article, or even the speech of a platform orator, but must acknowledge the value of the help which the study of literature and literary methods can give in such cases.

These lines of study cannot, of course, be rightly separated. I merely indicate them as distinct, yet converging lines, in which the study of literature culminates. Examine, if you like, the work of any good critical writer, Arnold, Carlyle, Emerson, or Lowell, and you will find that the plan of it implies at least these three lines of study. And from this point of view you will see what I mean when I say that the study of literature is in a great measure the study of life, and is therefore a highly practical and instructive study. It strives directly after that ideal of the scholar to which the wise American philosopher from whom I have already quoted, beckons us: "For the scholar is the student of the world and of what worth the world is, and with what emphasis it accosts the soul of man, such is the worth, such is the call of the scholar."

PRELIMINARY AESTHETIC TRAINING.

But these lines of study are on the whole suitable only for the senior student. For the junior there is required a preliminary training on the aesthetical side of literature. That is, he must be made as familiar as possible with the nature and varied powers of language as a medium of expression, with the nature of rhythms, with typical forms of literature and their characteristics such as the drama, epic and lyric verse, historical narrative and so forth, the ultimate meaning of these forms being a question which comes up for consideration at a more advanced stage, in studying, say, such writers as Browning and Carlyle.

Some of the knowledge acquired in this stage is of a merely formal kind, such as the classification of words and phrases into figures of speech and most of what used to be called rhetoric. Nevertheless I venture to say that a good deal of it has a higher educational value than much that is learned under the name of etymology or philology. It is for instance not only a fine element in culture, but a highly practical one to be able to distinguish a good rhythm, in prose or poetry, from a feeble or merely pretentious one, or a genuine force of style, (the authentic note of the man's character, as Buffon's epigram tells us) from a false or affected brilliancy; to know the difference, for example, in rhythmical value and quality between such lines as these from Macaulay:—

"Now, by your children's cradles, now by your father's graves,
Be men to-day, Quirites, or be forever slaves!"

And such lines as these from Shakespeare:—

"I know a bank where the wild thyme blows,
Where ox-lips and the nodding violet grows."

and to know the difference expresses all the distance between Macaulay and Shakespeare.

I had intended to say something here on the subject of rhetoric and composition, but I fear I have already taken up as much of your time as I have right to do. Perhaps, also, I had better not overload my theme, which was to show the place of English literature amongst university studies and the practical value of the culture which may be derived from it.

I believe that the view I have taken of the study of English is the practical and profitable one for us, practical and profitable in the higher, as well as in the lower, sense of the words. I know that I have omitted much that I ought to have said, but I hope I have said enough to show that the study of literature is pre-eminently a study which helps to form the judgment of the scholar and to give him that mastery of ideas, that knowledge of what has been best done and thought in the world which so good a judge as the late Mathew Arnold declared to be the essence of culture.

Of late years a narrow specialism has crept into our educational work, but you will find that while that may be the practical and valuable side of the physical sciences, it is never the valuable side of what may be called humanistic studies. There education has still its ampler meaning, has still the meaning which it had long ago for Dante when he spoke tenderly of his old master Brunetto Latini as one who had taught him how man becomes a part of the eternal *come l'uomo s'eterna*. And if you can find the meaning of these words of Dante from a mere philological inspection of them, I will be content to give up Shakespeare and Wordsworth, and teach Maetzner's doctrine of word and Skeat's scheme of vowel shiftings, and these alone, for the rest of my life. But in the emphatic and scarcely less famous words of a later Italian, *Si no, no**. If not, no.

Our space does not permit of more than passing notice of the excellent addresses given by Dr. Smith-Shortt, representative of the Women's Medical College; by Dr. Gibson, representative of the Royal; by Dr. Dyde, of the University of New Brunswick, on his installation to the chair of Mental Philosophy.

* *Mazzini's letter to King Charles Albert of Sardinia.*

COLLEGE NEWS.

Y. M. C. A.

THE Annual Reception for the freshmen, held on the evening of October 18th, passed off very pleasantly again, Convocation Hall being comfortably filled with Y. M. C. A. members, some of the professors, the freshmen, and city friends in large numbers, who kindly came to welcome to their homes and churches those strangers from different parts of our Dominion who had come for the first time to register as sons and daughters of Queen's. Singing, readings and addresses enlivened the evening, and the social part of the entertainment was heartily entered into and evidently enjoyed by not a few. Messrs. J. Millar and A. Gaudier, the respective presidents of the Arts and Medical Associations, gave brief but manly addresses. Prof. Marshall gave an interesting lecture on Physics. Our respected Principal also gave appropriate and timely words of counsel to the new students

who had come among us. From remarks made we believe the freshmen highly appreciated the whole evening's proceedings. The members of the Association heartily extend their thanks to their city friends for their generous support on this as on all previous occasions.

The work proper of the Association continues to be steady and progressive. The first prayer meeting of the session was held on the evening of October 18th, with a good attendance. The president, Mr. J. Millar, taking for his subject "Reunion," spoke fitting words of welcome and encouragement to those of us who had come to labor together for the college term. The Friday meetings are largely attended, the freshmen being well represented. Among the new students are no doubt many who will prove influential and active members. Let us unite together, fellow-students, and get good from these prayer meetings. Let us try and find time amid the press and toil of college studies for the higher interests of the soul. Let us seek to cultivate the spiritual as well as the physical and intellectual parts of our nature, that we may become true and thorough men. In these meetings we will have our moral convictions widened and strengthened, and will be better fitted for all the duties incident to college life.

ROYAL COLLEGE NOTES.

Our museum has been enriched by a number of valuable morbid specimens, casts and plates during the past year.

We are glad to be able to chronicle the improvements made by the medical faculty during the past summer in our building. The old gymnasium was rooted out and the commodious room fitted up as a Pathological and Histological library, with all the modern improvements and conveniences for pursuing the practical study of those most important branches of medical science.

Dr. Henderson has been appointed to the new chair of Pathology and will no doubt make it doubly interesting to the class. We would like to see another very essential class established and that is one for the study of Urinalysis. With all the advantages our new laboratory affords, such a class might be made a valuable adjunct to the facilities enjoyed by the students of the Royal for a complete practical medical education.

The improvements made in the lecture rooms are very highly appreciated by the students, and this is emphasized by the fact that up to date not a single specimen of handicraft in the way of carving devices or names is to be observed on the new seats. And this is not a *slight* proof of the boys' appreciation either, for it seems to us quite natural, at least it did when we were freshmen, that every new comer should add his name or mark to the many that already adorned desks, seats and walls. Then the gradual dissolution of the furniture under such a process was not to be wondered at, considering that some forgot to stop when they had finished their names and possible dates of graduation, making additions thereto, designated by the professor of Surgery as "solutions of continuity." Our Den also shows the hand of improvement, which we hope may be further manifested, say, in the matter of furnishing it more thoroughly.

PERSONALS.

J. H. Mills, B.A., '89, has secured a good position in Niagara High School.

A. Gandier, '90, carried off the medal for high jumping at the Varsity sports.

G. F. Bradley, '90, was our representative at the Trinity University dinner Oct. 22.

E. H. Russell, B.A., is in New York training his "canary." We wish him success.

Mr. Jas. A. Rodlick, by close application to study, has so impaired his health as to necessitate a rest from study for a time. We hope he will soon be well again.

Mr. D. Strachan, B.A., '89, is with us again. His voice has a tuneful ring as of yore, and singing between classes is reviving in the halls. Dan's musical enthusiasm is infectious.

Dr. F. H. Koyle, who is now a fellow of the Mass. Medical Society and also a member of the American Medical Association, was appointed President of the Lowell Scientific and Industrial Society.

Mr. R. E. Knowles, '90, was presented with a beautiful solid gold hunting case watch and address by his congregation at Cedar Hill, Cadboro, B.C., Oct. 16, '89. We are told he was much overcome, but pulled through.

DIVINITY HALL.

R. J. Hunter, after spending a year in Princeton, has gone back to Knox.

The class of '89 have nearly all found abiding places and are comfortably settled over well-pleased congregations.

Divinity Hall opens with bright prospects. The largest class for many years enters this session and seems to attack Butler and Hodge with unusual enthusiasm.

Most of the Theologues have returned from their fields. R. Sturgeon, B.A., and J. A. McDonald, B.A., are among the missing ones, but we think they will soon be back, for

"While the lamp holds out to burn," etc.

It may be interesting to know that the congregation of Boston church are building for their pastor, Rev. W. H. Milne, B.A., a beautiful manse. If all we hear of James be true, it won't be long.

We are sorry to hear that Thomas R. Scott, B.A., though much improved in health, is still unable to take up work. We hope in another year he will be entirely recovered. We were glad to receive a visit from him in the Hall this week.

The spirit of unrest which at the present time pervades all classes of society seems to have breathed upon even Divinity students. J. A. Cosgrove, B.A., and W. H. Cornett, B.A., have gone to Edinburgh to take their last year in theology; D. G. McPhail is taking his first year in Knox, and J. P. Falconer is at Pine Hill.

Changes are good, and our senate very wisely offers inducements to graduates to take an extra course in some foreign institution, but this matter of running from one place to another during one's regular course does not recommend itself to us. We are not personal at all, but

only speaking of the general principles, for when subjects are taken up in a systematic way and extend over three sessions, what good can a man receive during one session alone? Foreign colleges sound loud, but we cannot be accused of boasting when we say that Queen's offers as good a training and as orthodox theology as Princeton or even Edinburgh.

The matriculation examinations have ceased to be a "walk over" for four or five students, who were content to divide the same number of scholarships amongst them. This year the competition was keen, there being no fewer than eleven struggling for the "gold that perisheth." The successful ones were:

1. David S. Dow, \$100—D. R. Drummond, B.A.
2. Buchan No. 1, \$90—James Binnie, B.A.
3. Buchan No. 2, \$70—R. M. Phalon, B.A.
4. Dominion, \$70—John Sharp.
5. Buchan No. 3, \$60—John A. Sinclair.
6. McIntyre, \$20—Alf. Fitzpatrick, B.A.

COLLEGE NOTES.

We have at last got our much-needed cedar path.

As usual the collector of 10 and 50 cent pieces is around.

Everybody seemed to enjoy themselves at the Freshmen's reception.

Quite a number of students accompanied the football team to Ottawa.

All the students seem to be taking great interest in football this year.

Prof. Marshall has a new assistant. We have not as yet learned his name.

We have a new boiler room, and John says we will not complain of the cold this winter.

It is a noticeable fact that there are a few youths in College this year having a sort of "I-want-to-see-ma" expression.

"You may not believe it, but it's so." The curators of the Reading room have actually got all the pictures hung up. We must say that we admire their taste, but hope they will not be long in getting the proper dates under the respective pictures.

COLLEGE SPORTS.

OTTAWA vs. QUEEN'S.

THE football match between Ottawa College and Queen's University resulted in a victory for the former by a score of eleven to nine. The match was for the championship cup, held by Ottawa College for some time. The game was played on the Ottawa College Club's grounds. Over three hundred Ottawa College students were on the field to encourage their team. Queen's also had a large number of supporters. If they were not as many in numbers, yet, when it came to a yell, Queen's could be heard above the Ottawa's friends. Queen's, on taking the field, had the wind in her favor, but it was not blowing very strong. As soon as the ball was kicked off Ottawa team made a rush, but Queen's stood their

ground and immediately returned the swing and made a rouge. The play then for a few moments turned to the centre of the field until Queen's made a rush and secured a touch-down without a try. Queen's now had five points within ten minutes while their opponents had failed to get any. Neither side scored during the rest of the first half of the game, but Queen's kept the ball near the Ottawa's goal posts. When the teams went out on the field again Ottawa made four rouges in close succession, Guillette doing some fine kicking for the home team. The Queen's team made brilliant plays and secured a touch-down. A try for goal was kicked, but as the ball had to be kicked from an angle and the wind against it the boys did not secure a goal. The score now stood nine to four in Queen's favor. This was the standing of both teams until ten minutes before time was called. Guillette, of Ottawa College, got the ball and kicked it from centre field towards the goal. It struck the posts and bounced back. Two of the Ottawa team, on the off side who had no right whatever to touch the ball, carried it behind the goal. Queen's objected, but the referee said that the ball had touched one of Queen's men. He was mistaken in this. Ottawa then tried a kick and got it, followed by a rouge, adding six to their score and putting them ahead by two points. After this the Ottawa College team killed time by throwing the ball out of touch every opportunity they got. Such acts are considered low in football playing. Leo Phelan acted as captain for Queen's and played a rattling fine game. H. Pirie made three of the prettiest running kicks ever seen. Smellie and Parkyn were two of the stand-haves and never missed an opportunity of doing excellent work. The spectators, outside of the Ottawa College students, were in favor of Queen's. They allowed that Queen's could outplay Ottawa.

The freedom of the Ottawa Club was extended to the Queen's men. At a supper tendered them there, J. Johnson, of the *Citizen*, toasted "Principal Grant and Queen's University," dwelling with delight on former associations in Kingston with the staff of Queen's, the pressmen and the citizens. Rev. C. J. Cameron, A.M., replied. He said the team was representative of the feeling at Queen's. There were men from all the affiliated colleges, besides Protestants and Roman catholics. Another spread occurred at the Russell House, with hearty speeches and responses.

The Toronto University club has cancelled its date for Saturday next so as to allow Queen's to meet Ottawa College again, "and wipe them out" as they did on Saturday had right prevailed.

A QUESTIONABLE DECISION.

Toronto Empire.

Gaudet returned the ball from the kick-off with a long punt, and here Queen's hard luck came in. All the men were off side and Farrell and Pirie were waiting to catch the ball, when it rebounded from the goal post, and McDonald catching it, it went over the line. He was certainly off side, but he was allowed a try, and Guillette converted it into a goal, making the score: Ottawa College, 11; Queen's, 9.

The Queen's team were both stronger and faster than the College and played good football. Their whole team played well. Pirie behind, with running and kicking,

was a team in himself, and Smellie, White and Parkyn ably assisted him. Phelan, Marquis and Gandier were grand forwards, and another match will likely tell a different tale, as but for the extremely lucky, to say the least, piece of play of McDonald, they had the game won. Guillette played too close to the scrummage, and was checked too hard to be able to get in his runs and kicks. McDonald, the giant, the terror of most teams, met his match in Marquis, and the other big men were equally well looked after, rendering the College rash ineffectual to a great extent.

"Queen's College, Kingston, will send a team to Ottawa College to-morrow to learn a few points from the champions."—*Toronto Globe*. Take it all back; Queen's to-day taught the Ottawa College team many points about football.

WITH THE BOYS AT BROCKVILLE.

The scene about Hanley's ticket office at noon on Saturday was lively. The platform and streets were crowded with students and citizens, about to take advantage of the cheap trip to the football match at Brockville. There were over 300 Queen's boys, every one of whom sported the college colors, and before the train started, the decorations were divided up and everybody—from the Mayor to the genial Tom Hanley himself—had his little drab of gold, cardinal and blue. Some of the university professors, a number from the Royal, officers and prominent citizens mingled with the crowd, and a jolly crowd they were when they boarded the train. And what a trip that was! College songs and jokes filled the air, every station was screened and a single blast was heard at intervals. Brockville must have wondered what struck the town. Marching up the main street—those who were forced to walk—they sang their glee and made lots of noise. At the match their presence was soon felt, in the rounds of cheers which went up for Queen's. Graduates from the good old halls had swarmed in from all points. There was one who had been in the first Queen's Rugby team, another who had foregone an important engagement and held himself three weeks to see the Queen's and Ottawa College tussle, others who had come down on the same train with the enemy; in fact, Queen's men were everywhere. Judge Macdonald, with the ribbon on his lapel, shouted "Queen's!" like a school-boy when our lads swooped down the field; J. J. Bell, M.A., hopped around here and there, and wanted to know "what that counted?" or "who was ahead now?" while Dr. Nimmo is said to have had both hands and his hat up on the game. It was a caution to see one of the Royal's gallant Prof's offer \$100 on Queen's when he thought he had a sure thing, and there was lots of fun with the enthusiastic citizens, who whooped it up for Queen's and wondered all the time if they got in their whoop at the proper moment. But the reaction was severe. When the "ups" became the "downs," and the championship cup faded in the dim distance, thoughts of the big time ahead vanished like a dream; the boys piked towards town and talked of the weather; didn't take much refreshment—weren't hungry; and when on the train once more, smoked very hard all the way home.

THE GAME.

The game was called for 2.30 o'clock, and shortly after that hour, there was quite a large crowd upon the grounds, including about 300 from the Capital wearing garnet and grey ribbons and headed by a dozen priests from the Ottawa College, about 75 Kingstonians and a couple of hundred towns-people. The excursion bearing the Queen's supporters had not arrived, and consequently the "Rah! Rah! Rah!" of the College boys was heard over everything else. The Queen's team was similar to that which played the previous Saturday, except that Phelan, who was disabled, was replaced by J. Farrell, who joined the forwards. The champions substituted Clarke for B. Murphy, who acted as spare man. The teams were:—

QUEEN'S—Back, Parkyn; Half-backs, Pirie and H. Farrell; Quarter, Smellie; Scrummage, Marquis Grant and Cameron; Forwards, White (captain) Rankin, Echlin, J. Farrell, Ross, Morgan, Gandier and MacCannion.

OTTAWA COLLEGE—Back, Paradis; Half-backs, J. Murphy, Cormier; Quarter, Guillette; Forwards, Clarke, Fitzpatrick, McCauley, Lebrecque, Hillman, McDonald, Curran, Masson, McDougall, Chatelain, C. McDougall.

Mr. J. Pardee field captained the Queen's men in fine style. Mr. Campbell performed similar service for the Ottawa College most satisfactorily, while Mr. R. Campbell, of the Montreal club, acted as referee.

Ottawa won the toss and chose the eastern goal, kicking down an irregular hill. Queen's kicked off. For the first quarter the ball courted the champions' 25 line continually, Pirie sending it back every time it came within reach. The scrummaging was close, but Smellie soon had it out and passed to Pirie, who made a good run, but was overturned by an Ottawa man in pretty rough style. The tackler was soon on his back, however, with another who came to his rescue beside him, and it looked for a while as if there would be some gore, but the ball was put in play and the affair was soon forgotten. Shortly after, Paradis, hard pressed, was forced to rouge. First blood for Queen's. Guillette kicked off and play was lively for a while, when some cheering was heard and 400 students and friends of good old Queen's marched on the grounds. The "Rah! Rah!" was somewhat suppressed, and vociferous yells of "Queen's!" everywhere filled the air. The ball had been kicked into touch and from the throw out Smellie obtained a free kick, which was returned, but once more sent back by Pirie into touch. From the line, the Smellie-Pirie combination once more grabbed it and Pirie sent it flying over the Ottawa goal line. Murphy received it with open arms, but, being rattled, made his mark instead of rouging. Echlin embraced him violently before he could change his mind, and losing the ball, Echlin fell on it, securing a touch *without* the try—but why *without* none but the referee could determine. 5-0 for Queen's.

Guillette kicked off. Pirie returned into touch. Being passed out, H. Farrell gave it a fine drive into touch, very near the enemy's goal line. From the throw out it was soon over the chalk where Clarke rouged—6-0. Guillette's kick off brought it half way up where there were some scrimmages. Being passed out, McDougall got it and was tackled by Pirie. From this scrummage Ottawa was al-

lowed a free kick, a ruling which several times subsequently went against Queen's for kneeling in the scrimmage, though it was difficult to see that they erred in that respect more than their opponents.

A FIGHT FOR THE BALL.

Several scrimmages followed, Lebrecque and Hillman being conspicuous for Ottawa in the wings. At length Pirie got in a kick and Guillette inarked and sent it into touch in Queen's territory. Marquis relieved the tension a little, but the Ottawa scrimmage was firm. Pirie, however, came to the rescue, and the supporters of Queen's breathed freely again when they saw the ball flying away into touch. From the line out Lebrecque obtained the ball, but was so severely tackled that his respiratory powers were somewhat paralyzed. Half time was then announced.

A BRIEF BREATHING SPELL.

On the resumption of play, Parkyn returned Guillette's kick, and after some desultory passes, there were a series of scrimmages, in which Ottawa College seemed equally as strong as the Queen's trio, and in which Smellie, at quarter, played in great form, to the delight of his numerous admirers on the field. Out of the *melee* it was passed to Gnillette, who was tackled and passed to a comrade, who transferred the scene of battle across the field. Here another scrimmage occurred, from which Smellie secured the leather and passed to Pirie who kicked away down to the Ottawa back. Paradis fumbled the ball and went into touch. From the throw out, it again came in contact with Pirie's foot and sailed clear behind the champion's goal line. The forwards dashed after it, but Paradis, with a slight lead, reached it first and kicked over a high fence into an adjoining field. A Queen's man scaled the fence like a cat and got the ball, but only a rouge was allowed. 7-0.

Guillette kicked off, and there was some beautiful kicking between the backs, Echlin and Smellie also taking part. From touch near Ottawa College goal line, a long throw was made. Pirie tacked in fine shape, but was bably hurt in the leg and time was called. On resuming, the referee allowed Ottawa College a free kick again, but Pirie returned. Here Lebrecque went off, and B. Murphy filled his place. From the scrimmage Smellie got it and kicked into touch-in-goal. 8-0. Ottawa's off side play gave Queen's a free kick and Smellie sent it into touch. In the subsequent scrimmaging and lining out, Marquis showed up well. It was passed out to Guillette, but the tackling he got must have shivered his timbers, and the ball was next seen travelling rapidly towards Ottawa's goal, near which C. Murphy fell on it—just as the Queen's forwards fell on him—and saved a score. Some scrimmages followed and, of course, Ottawa College was given a free. It will be noticed, *en passant*, that all these gifts from the referee fell to the share of Ottawa College, notwithstanding that, as Mr. Pardee pointed out, they were as often on the ball as our men. The referee certainly threatened several times to give a free kick to Queen's if the Ottawa scrimmagers did not give up lying on the ball, but his threats availed naught to Queen's. The peerless forwards of Queen's check-mated that free kick, though, and in a jiffy had the sphere in touch-in-goal. 9-0.

Only about fifteen minutes now remained and some rapid play was seen. Everybody, however, thought the result a foregone conclusion, so much so that bets on Queen's went begging. But the champions were playing well, Cormier, Clarke, Murphy J. and Chatelain being conspicuous, while Queen's still played with the dash that characterized them throughout. Finally, Parkyn got the ball into touch, laying out Chatelain by the way. From the line out the inevitable scrimmage ensued. It was Ottawa's ball. The referee's whistle called the players back to where he stood, ordering the Queen's scrimmage formed up. This was the referee's most startling procedure. Queen's formed as ordered, but the College men with the ball put it down fully two yards away, and dribbled it off; and before one could realize it, the ball was bounding towards Parkyn, who stood near the goal posts. Everybody thought, of course, that it had to go back, but meanwhile it skipped past Parkyn. McDonald fell on it. Expostulations were useless, the referee gave Ottawa a try, and Guillette tapped the goal with precision. 9-6.

This reverse, accompanied by a crowding over all the lines, rattled Queen's, but put new life into the Ottawa College team, who played with renewed vigor. The kick off was sharply returned, and a very short interval sufficed to add another point to the Ottawa score, the ball going into touch in goal. 9-7. Ottawa's supporters went wild with delight and the Queen's contingent were correspondingly depressed.

Smellie kicked off and College marked. Some scrimmaging followed, when Rankin did fine work. The usual free kick for Ottawa College came in handy just then, and it went into touch near Queen's 25. From the line out it was passed to Pirie, who missed it and was tackled. A yelling mob covered all that end of the grounds, and the scrimmage was nothing but a wild scramble, from which the Ottawa forwards kicked the ball onward into Parkyn's domain. Parkyn failed to fall on it or get it out, so Masson relieved him of the trouble and secured another try. 11-9. The field was in great commotion now, and the players were invisible in the crowd. Ottawa men hugged one another and danced about in ecstasies, people yelled for the score, and the Queen's fellows were pretty well done up. After some minutes, Guillette tried the goal but missed. The few concluding minutes of play were uninteresting, except for a few splendid kicks by Pirie, and the battle ended in a perfect pandemonium, in which the Ottawa College men could scarcely contain themselves.

NOTES.

It was evident to the most casual observer that Queen's outplayed Ottawa College at every point, and that the latter only saved the championship at the last moment by the greatest piece of good luck that has ever fallen to the lot of any football team. A careful analysis of the defeat sustained by the Queen's team shows it to be due to two factors, the stupidity of the referee and our boys' over-confidence. The referee completely lost his head, to put the mildest construction on his decisions. He gave no less than seven free kicks, and so rattled was he that one free kick claimed by Queen's and allowed by Ottawa he gave to Ottawa. He allowed Echlin only a

try (4 points) while he allowed Ottawa to kick a goal (6 points) from a touch-down ten times more questionable. He allowed the game to proceed over time, during which he allowed a touch down and consequent goal kick, notwithstanding that one of Queen's men (McCaumon) was on the ball first and that a most palpable foul had just been made by Ottawa and claimed by Queen's. In short he gave the game to Ottawa after the latter's field captain had left the field in disgust. The association should see that a man who can keep his head, to say the least, referees the next game. But in spite of the referee and in spite of all the Ottawa College team could have done, Queen's would have won had they been less confident and had they played a safe game after they had secured their nine points to nothing.

Pirie did some great work, and his *coup de grace*—a splendid kick “on the fly,” was loudly cheered.

Smellie's brilliant play throughout made him the favorite of the field.

Many found fault with the referee, of whom an Ottawa man said: “Well, if Queen's had the referee last Saturday, we have him to-day.”

The forwards—every man of them—did yeoman service, though the scrummage had not so easy a time as they had in Ottawa. For Ottawa College the backs were the stars, and Paradis, as usual, saved their bacon more than once.

The thanks of all who are proud of the excellent play of Queen's men at both games are due to Mr. Pardoe, who so well performed the duties of field captain on both occasions.

ANNUAL SPORTS.

Great interest was taken in the College sports this year. In the strife for the mastery the following were successful in the different events:—

- 1. Hop, step and jump—D. Cameron ('92), 38 ft. 10 in.
- 2. Throwing heavy hammer—D. Cameron ('92), 72 ft. 10 in.
- 3. Mile race—A. Cunningham ('91), 5 min. 3 $\frac{3}{4}$ sec.
- *4. Running broad jump—A. Gandier ('90), 18 ft. 5 in.
- 5. Putting light shot—D. Cameron ('92), 29 ft. 3 in.
- 6. Putting heavy shot—D. Cameron ('92), 23 ft. 7 $\frac{1}{2}$ in.
- 7. 100 yards race—A. Gandier ('90), 11 $\frac{1}{2}$ sec.
- 8. Kicking football—T. Ross ('97), 121 feet.
- *9. 220 yards race—Cadet Morris, R. M. C., 2 $\frac{3}{4}$ sec
- 10. Running high jump—D. Cameron ('92), 5 ft. 3 in.
- 11. $\frac{1}{2}$ mile race—A. Cunningham ('91), 1 min. 4 sec
- 12. Pole vault—J. Binnie ('89), 8 ft. 4 in.
- 13. 120 yards hurdle race—D. Cameron ('92).
- *14. Half mile race—Cadet Morris, R. M. C.

Events marked * were open to Cadets of the Royal Military College, and students from Toronto, Victoria, and McGill Universities.

A Freshman knows everything: he has explored the universe and has proved all things. A Sophomore has the wisdom of an owl, but, like that sedate bird, keeps still about it. A Junior knows a little but begins to be a little doubtful about it. A Senior knows nothing. —Ex.

LADIES' DEPARTMENT.

EDITORS:

MISS ANNIE C. CAMPBELL, JESSIE CONNELL, LAURA BENNETT.

AS this is the first appearance of girls on the JOURNAL staff we suppose it is the proper thing for us to make our little bow, and express our high appreciation of the honor conferred upon us.

It seems as if the boys would not have to lament the absence of girls from the graduating class for some time to come, for this fall shows an addition of eight to our numbers. Some of these live in town, but we are glad to see that Queen's is beginning to attract those at a distance.

The graduates of '88 have secured good positions Miss Alice Chambers in the Brantford Ladies' College, and Miss Alice Cameron in Dr. McIntyre's Ladies' College in Toronto. Miss Cameron is still in Renfrew, but she will enter upon her new appointment after Christmas. While we congratulate these young ladies personally, it is pleasant to see that the graduates of Queen's are holding their own.

Miss Emily Bristol, '90, is the only girl who has given up her course. Miss McMannus, who has been teaching during the summer, intends to return this month. All the others are back and are making a huge effort to settle down to work, though such exciting foot-ball matches as that of Saturday last have a distracting effect even on the girls.

ITEMS OF INTEREST.

Notice is hereby given that any student calling at the same boarding house two nights in succession, will be prosecuted according to law. By order of a soph.

We heard one of the juniors exclaim after the reception “I have had the best time out.”

It has been reported that a number of young ladies went their way homewards from the recent reception—alone! While on the other hand we heard of one young lady who was escorted home by two of her fellow(s)-students. Surely a better division of labor could be made than this.

“By the way, I saw Mr. R—— in the hall this morning.” “Is that possible? I suppose he will be round for a beverage to-night.”

Our young philosophical friend, whose instinct impels him to seek for something on which to bestow his affections, could not do better than turn his attention to some of the fair sex

“In this old limestone city

Where the girls they are so pretty.”

A proposal was recently made to us by one of the students, that a committee of their number be appointed to go severally and take their sister students out to see the sights of the city—the Court House, the Drill Shed, the Collegiate Institute, &c. We would like to say that this proposition meets with our hearty approval, and it gives us great pleasure to learn that a first year divinity student, who excels in that branch of athletic exercise termed “pole vault,” began the good work one Sunday afternoon not long ago.

EXCHANGES.

THE *Intercollegian* for October has an extract from the Northfield letter of L. D. Wishart on "College Work in Japan." The article is interesting and instructive.

Acta Victoriae comes to hand with the usual quantity of interesting matter. Its "Society and Religious" column is the best. "Advice to Freshmen" is also very good, and we hope will be diligently copied by those youths.

In the *Presbyterian Review* we notice an earnest plea for "at least one more male missionary for India." This important mission field is sadly undermanned. Queen's has lately sent out several ladies; shall the men lag behind?

Our table is plentifully heaped with a large and various assortment of all sizes and kinds of papers. Among them may be noted the *Columbia Spectator*, *Nassau Literary Magazine*, *Coup d'Etat* (Knox College, Illinois), *Lehigh Burr*, *Notre Dame Scholastic*, *Ottawa College Owl*, *Canada Presbyterian*, *Outing*, and *Scientific American*. Space alone forbids fuller notices of all these. But see our next!

The *Niagara Index*, two numbers of which are upon our table, contains some excellent reading matter, but is got up in wretched style. The first glance at the exterior suggests the idea that the cover has been torn off, and the inside is even worse. One half of the letters are broken, and the other half are imperfectly printed, while the marks made by spaces and quadrates which stand up give to the pages an appearance of carelessness.

Our connection with the Maritime Provinces has long been a close one, and many a student who walks our halls comes from those far-away shores. This would of itself furnish the *Dalhousie Gazette* with a claim on our attention, but that journal needs no such recommendation. It has long been one of our most welcome exchanges, and this year sees as yet no falling off. We found ourselves most interested in an excellent article on Old English Literature—an article which we would advise our fellow-students to read.

Numbers 7 and 8 of *Trinity University Review* are on our table. An article on Convocation gives an account of the aims of that society for advancing the university's position. Our sister college has our best wishes in her efforts. The *Review* comments rather unfavorably upon the promptitude with which our late staff got through its twelve numbers. Strange how different points of view may be! Our late staff were doubtless glad to get through with their job so speedily. As for our print—well, our space is limited and our material abundant.

Germania is a journal issued fortnightly and is designed to assist students of the German language and literature. The matter is graded so as to meet the wants both of beginners and of more advanced students. For the for-

mer, an easy German fable or tale is given with an interlinear translation; for the latter, a continued novel with the more difficult words rendered in English at the foot of the page, some short poems, sayings of well-known authors, an English passage for translation, and grammatical notes. In addition there is a question and answer column which should be of special benefit to every German student. The journal contains 16 pages of well-printed matter, although it is not on the best paper. The price is \$3.00 per year. The address is Box 90, Manchester, N.H.

COLLEGE WORLD.

The Ohio Wesleyan University boasts of 855 enrolled students.

Amherst College has given the Rev. Joseph Neeseman, of Japan, the degree of LL.D.

The *Educational Monthly* for October contains an historical sketch of the Kingston Collegiate Institute, better known as the K. C. I., in the welfare of which many of our students are interested. The writer pauses for a moment to mention the fact that Sir John A. Macdonald, Sir Alex. Campbell, Hon. Oliver Mowat, Sir Richard Cartwright and Hon. G. A. Kirkpatrick are among her grads. May many of her present students follow in the footsteps of these distinguished statesmen.

New college presidents:—Ohio Wesleyan University has secured Rev. J. W. Bashford, Ph.D., as president. Pres. Magill, of Swarthmore, has resigned, and Prof. W. H. Appleton has been chosen acting president. Pres. B. P. Raymond is now president of Wesleyan University, Middletown, Ct.

The Yale boat crew has this year for the fourth consecutive time beaten the Harvard crew. The score now stands: Yale eight victories and Harvard six. Each year Yale has had the baseball championship, and has lost but one of seven football games. The improvement in athletics is ascribed to alumni influence in directing and in the choice of men for their several teams on account of their character as well as muscular ability.

The following facts gathered from our exchanges should be read with delight by all advocates of higher education for women:

The faculty of the University of Pennsylvania have recommended the Board of Trustees to admit lady students to all the courses of study in that institution.

The Crouse Memorial College for women, a department of Syracuse University, was dedicated at the opening exercises of the university week before last. The building cost over \$500,000 and is the bequest of the late John Crouse. There are few finer college buildings in the country.

The Universities of Melbourne, Sydney, and Adelaide are open to women, and although the advantages thus presented seemed at first to be little appreciated, the number of lady students, past and present, now amounts to nearly a hundred. The University of Adelaide claims the honor of commencing the new departure in 1876;

Melbourne followed, and then Sydney. The registrars report that, in a general way, the female aspirants go through the course with as much credit as the men. At Adelaide a woman scored a more brilliant success in the Science division than any of her competitors; whilst Melbourne has now nine lady graduates, and Sydney ten, of whom three have won the M.A. degree. These first fruits of a wise and liberal policy in the administration of the Australian Universities will, we trust, lead to a large extension of educational advantages throughout the colonies.—*The Publishers' Circular* (London).

DE NOBIS NOBILIBUS.

PROFESSOR of Philosophy to Mr. G.—Mr. G., if we could divest that object of all its qualities what should we have left?

Mr. G.—The hole where the object was.

Professor to Jr. Philosophy class—I think that I shall have your essays examined—sighs heavily—by next day.

Prof. to soph.—Say, Mr. D—, when do you intend to bring in the verb in that sentence?

Soph.—Ain't got there yet.

From the mystified air of the boys as they wend their way from the Philosophy class room after lectures, their eyes gazing away into space, and their brows written o'er with the wrinkles of thought, we infer that philosophy under the new professor has lost none of its old care-producing powers.

One day during the vacation a senior student of Queen's, who intends studying law, was having a quiet chat with a junior, who intends pursuing the same course, and the subject of conversation gradually turned to the new Law School at Toronto. As the junior described a few oppressive regulations of the school the senior showed signs of alarm and said :—

"Do you mean to tell me that you have got to attend the lectures at the Law School?"

"Those are the regulations," was the reply of the junior.

"Do they have examinations at the end of the session?"

"I believe so," was the answer.

"Do you have to pass them?"

"Why of course you do," the junior replied.

At this the senior almost collapsed, but quickly recovering himself as a happy thought struck him he exclaimed :—

"Say, do they have supplements in the fall?"

RULES OF ETIQUETTE.

For the benefit of the freshmen we give a few of the most common rules of college etiquette which should be rigorously observed :—

I. Always take off your hat on meeting a senior.

II. Never speak to an upper-class man without being spoken to.

III. Always say "Sir" to seniors and juniors.

IV. Never smoke in the presence of anyone at college except your own classmates, sophomores and the janitor.

v. Subscribe to your college journal, for without it you are accounted as nothing.

vi. Do not swear audibly at the registrar while in his office.

vii. And, above all, do not perpetrate any stale jokes such as tampering with the gong in the hall, decorating the buildings with the name of your glorious class or any other such an one, the whiskers of which may be seen to glimmer with silver threads.—*Ex.*

WHAT THEY ARE SAYING.

Gown for a sail—[C. C. Arthur.

I wasn't working for that.—[G. F. Br-dl-y.

Divinity Hall is no saint's rest.—[Theologues.

I found a Sharp John in my class.—[Principal.

I am quite an authority on pics.—[Miss A. C—p—ll.

I am not sunburned; I am only tanned.—[Jimmy C.

Some of the freshmen are very cheeky.—[The seniors.

We have our all-seeing eye on them.—[The Concursus.

Oh, dear! Rugby is too masculine, O my!—[Norman H—d—n.

Say, really we have some dandy jokes for the JOURNAL—[The girls.

When I go visiting I like to stay awhile.—[C. C. A—th—rs.

We should have different post office regulations.—[The students.

I am not headstrong. I am Armstrong.—[R. M. Ph-l-n, B.A.

The seniors should get a sanctum of their own.—[The JOURNAL staff.

I am going to Ottawa to preach Guillett's funeral sermon—[C. J. C—n.

I had a big time this summer spearing bull-frogs in Delta Lake.—[Guy C—t—s.

Every time the wheel turns round some one draws a card. All prizes, no blanks—[Sammy T—d.

I hold it true whate'er befalls,
I feel it when my tears run fast,
By riding old John Knox's past
I've brought great honor to these halls.

—[McM—l—n.

Freshie to Prof.—Excuse me, sir, I'm not sufficiently conversant with Greek grammars to know whether you're right or wrong.—[B—lie.

Three score and ten a wise man said, were our years to be,
Three score and six, I give him back, four are enough for me;
Four in these corridors, four in these halls, these give me,
Heavenly pow'r's tis life for me.

Good bye, old Queen's, good bye. I remain as ever,
"the boy with the sweet childish face and grown up
morals."—[J. C—ll—on.